

Childminder report

Inspection date: 6 April 2022

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Overall effectiveness at previous inspection	Not applicable

What is it like to attend this early years setting?

The provision is good

Children enter the childminder's home full of smiles and warmly embrace her with cuddles. The childminder knows children well and allows them the time they need to settle in and feel comfortable. For example, children who are reluctant to leave their parents on arrival are given lots of assurance by the childminder. Children sit on her knee until they feel ready to get up and go and play with their friends. Children display positive behaviour. Children give the childminder a 'high five' sign, in recognition of them following her house rules and simple instructions. The childminder's constant praise and encouragement means that children develop high levels of self-esteem.

There is a strong focus on helping children to understand how they are unique and different to their peers. For example, children learn about the religious festival of Ramadan. They eagerly show visitors the display they have made with the childminder and confidently talk about what they have learned. Children develop their small finger muscles as they use pincers to grab lentils and place them into pots. This helps build their hand and finger muscles in preparation for formal writing.

The childminder recognises that children may not have experienced as many social interactions during the COVID-19 pandemic. The childminder focuses on children's personal and social development. Children go on trips to the park and walks in the local area. These provide children with opportunities to meet new people and extend their confidence in different social situations.

What does the early years setting do well and what does it need to do better?

- The childminder has high expectations for all children, including those who are funded and those with special educational needs and/or disabilities. She understands where children are up to in their learning and development. She uses what she knows about children to plan fun activities that, overall, promote the next steps in their learning and that prepare them well for school. However, when children's interest or engagement changes during activities, the childminder does not always respond swiftly to ensure all children remain highly engaged.
- Children love the outdoors. The childminder provides a safe space where children can move freely and develop their large muscles. Children run around using large wands and a bubble mixture to create bubbles. They jump up and down and laugh out loud as they try to catch them before they fall to the ground.
- Children are confident communicators, who engage in meaningful discussions with the childminder. Children excitedly recall a trip to the stables to visit the

childminder's horse. While talking to children the childminder poses questions, such as 'what did you see' and 'tell me what we had to do next.' The childminder's careful questioning provides children with opportunities to widen their vocabulary and speaking skills.

- Children are encouraged to eat healthily and there are some opportunities for children to make independent choices. For example, they choose either milk or water to drink at snack time. However, at times, the childminder is too quick to step in and help children, even when they indicate they want to have a go themselves. For example, she peels and sections a tangerine, feeds children and dries their hands. As a result, children's independence is not fostered as well as other areas of their development.
- The childminder is tuned into children's individual care needs. She recognises when children are tired and need a rest and provides a comfortable space for children to relax and have a sleep.
- Children develop well in mathematics. The childminder weaves mathematical concepts and language into everyday activities and routines. For example, at the snack table children match the colour of the plate and cups and discuss concepts, such as 'big' and 'small.' Outside, they count the number of bubbles they make and recognise shapes in the environment.
- The childminder's provision is well organised. She has all required documentation in place, including keeping an accurate record of children's hours of attendance. She has attended some useful training that supports her in her role. However, professional development is not sharply focused in order to help the childminder develop a more in-depth knowledge of how children learn.

Safeguarding

The arrangements for safeguarding are effective.

Children are well supervised. The childminder ensures children understand and follow safety rules. For example, children know that they must wait for the childminder before they go into the kitchen or the garden. There are good systems in place for risk assessment and the childminder's home is maintained to a good standard. The childminder has a sound understanding of her roles and responsibilities to keep children safe. She knows the procedures to follow should she have any concerns about a child's welfare.

What does the setting need to do to improve?

To further improve the quality of the early years provision, the provider should:

- gain a deeper understanding of how all young children learn and use this to shape the intended curriculum to provide more opportunities for children to follow their own ideas and thinking
- provide more opportunities for children to have a go and do more things for

themselves to further enhance their independence skills.

Setting details

Unique reference number	2600076
Local authority	Trafford
Inspection number	10232819
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children at time of inspection	2 to 3
Total number of places	6
Number of children on roll	7
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2020 and lives in Davy Hulme, Manchester. She operates all year round, from 7.30am to 5.30pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds an appropriate qualification at level 3.

Information about this inspection

Inspector

Donna Birch

Inspection activities

- This was the first routine inspection the provider received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken this into account in their evaluation of the provider.
- The inspector viewed the provision and discussed the safety and suitability of the premises.
- The childminder and the inspector completed a learning walk together to discuss the childminder's intentions for children's learning.
- Children spoke to the inspector during the inspection.
- The childminder and the inspector discussed how the curriculum had been implemented and the impact this had on children's learning. The inspector observed the interactions between the childminder and the children, indoors and outside.
- The childminder provided the inspector with key documentation on request.

We carried out this inspection under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the early years foundation stage.

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